Benchmarking First-Year English:

An Analysis of the Language Proficiencies Required for Entry into First-Year English Composition

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An Analysis of the Language Proficiencies Required for Entry into First-Year English Composition

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Background

Background of the Issue

The ESL Articulation Committee believes that when students complete the highest level of ESL courses articulated at English for Academic Purposes (EAP Level IV), they should be able to move into university-level courses without further testing. Within institutions, this is often the case. However, when a student moves to a different institution, the transfer may not be smooth. For example, if students have successfully completed EAP Level IV at one institution in BC and thereby have met that institution's language requirement, it is not clear that they will be accepted into another without doing an assessment test. In the fall of 2005, the ESL Articulation Committee conducted an initial survey of Registrars across the institutions to see if ESL students would be accepted based on their successful completion of EAP Level IV. Responses varied; some institutions would accept students in consultation with ESL departments while others would not. This varied response creates challenges to students and the provincial ESL articulation process.

An additional complication is the difficulty ESL students have when they enter the BC system from another province. Since there is no agreement or understanding of the various ESL levels and courses in other provincial systems, students are required to provide a proficiency referenced score from an internationally recognized English language assessment tool (such as the ibTOEFL or IELTS), or have their proficiency levels assessed in-house either with a tool created by the institution or by tests or assessment tools accepted by the institution (such as Accuplacer) when they enter a BC post-secondary institute. The same is true if an ESL student leaves BC for another province.

This project describes in Canadian Language Benchmark terms the minimum language competencies for students to succeed in first-year English courses in colleges and universities. The following provides the necessary background information to this and the rationale for the project.

Background Information: Articulation Committee Endorsement

The joint ESL-English Articulation Project to analyze the language demands of first-year English is the second phase of a three phase ESL Articulation Project: to align ESL articulation levels with the Canadian Language Benchmarks; to benchmark first-year English; and to review assessment. The first phase of the project has been completed and the full report is available at bccat.bc.ca/pubs/ESL.pdf. Working with the BC English Articulation Committee, the BC ESL Articulation Committee embarked on the second phase of the project, the benchmarking of first-year English composition courses in BC.

It is worth noting here that in a discussion at their annual meeting in May 2007, the English Articulation Committee acknowledged that while it is "important to be responsive," consistent standards are very important. As a result, the Committee recognizes the validity of benchmarking first year English to this end. This project affirms the importance both articulation groups place on facilitating ESL student success in first-year English and, by extension, university-level courses.

Rationale

Increasing numbers of ESL students are entering college and university programs, and educators in these programs are concerned about students' preparedness. This is a complicated issue given that ESL students enter the post-secondary system from a variety of places, such as articulated EAP IV; high school, in Canada or a recognized equivalent system; overseas via TOEFL, IELTS, or other recognized standardized tests. (See Appendix 1) One of the consequences of this range of entry pathways is a lack of uniformity in entry level academic skills among the ESL student population in college and university programs. Meeting the English entry requirements does not guarantee that students have acquired the necessary linguistic and academic skills for post-secondary education in Canada. A significant associated problem is the difficulty in tracking the students' pathways to first-year English, which affects the system's ability to identify and address these students' learning needs appropriately. While students who move through the articulated BC ESL academic preparation programs should have the necessary linguistic and academic skills for first-year English, this is not always the case with other ESL students.

"Benchmarking" establishes a baseline for entry-level language requirements that clearly shows the language skills needed to succeed in a course. This knowledge of entry-level language competencies in first-year English will allow ESL programs to ensure the best preparation of students for the language demands they will face in first year. At this point, this information can be well applied within British Columbia, within the accredited post-secondary system. It is unknown to what extent this information can be applied to programs outside this system, although we hope it will be useful to anyone teaching English for Academic Purposes, since there is significant commonality of standard across university first year writing courses in North America. Within BC, this baseline will enable course instructors to provide effective support to their ESL students. Finally, since the Canadian Language Benchmarks is a common national language to describe levels of second language proficiency, using it should facilitate greater ease of transfer for ESL students between ESL programs and first-year English in BC, and possibly between provinces. There is a growing body of research on the CLB to work with and to contribute to: the results of this study should be of interest to educators in other programs.

The Canadian Language Benchmarks 2000 is the national standard for "describing, measuring and recognizing second language proficiency of adult immigrants and prospective immigrants for living and working in Canada." The benchmarks are used "in educational, training, community and workplace settings" (CLB website: language.ca).

An increasing number of professions and college programs are being benchmarked using the CLBs. The number of projects that are CLB-related in BC alone illustrates this. Two recently completed projects funded by the International Qualifications Unit in the BC Ministry of Economic Development are the Engineering and Applied Technologies Project for Internationally–trained Engineers and Technologists (through Vancouver Community College with Camosun College) and the Five Occupational Sectors Curriculum Project (through Camosun College). Also, individual colleges such as Vancouver Community College are engaged in aligning benchmarks to ESL courses and Applied Programs. In addition, across the country a number of colleges, such as Red River College and Southern Alberta Institute of Technology, are using the CLB. In Ontario, researchers on a large project (in progress) have benchmarked 39 post-secondary programs as well as communications tests used at colleges (email communication with Bill Radford, George Brown College, 4/30/2007). However, to the researchers' knowledge, university courses or programs have not yet been benchmarked. The work of the Articulation Committee to benchmark first-year English will add to this growing body of work and further clarify the minimum language skills students need to enter first-year English within the BC post-secondary system.

Background Materials

While not specifically related to ESL issues, two projects informed the current work. Virginia Cooke's *Review of the Proficiencies Required by Students Entering First Year Post-Secondary English Courses*, a research project involving five university colleges (1999), defined "success" in first-year English as a grade of C- or better. The report noted that the most crucial prerequisites to achieving this success are "general skills and attitudes", and especially "students' willingness to revise their work, basic understanding and construction of sentences, and basic concepts of the essay as a shaped piece of writing with a thesis and supporting evidence" (Executive Summary). This report provided a very useful list of the highest ranked proficiencies according to faculty responses. A broader project on essential proficiencies, *Flexible Assessment for Increased Post-Secondary Access* (Centre for Curriculum, Transfer and Technology, 2000), describes the proficiencies required for success in post-secondary courses and programs in general. Proficiencies were grouped into categories, of which four were related to English/Communication: Reading, Research, and Reference, Written Communication, Oral/Aural Communication, and Media Literacy. Of those, a list of the English/Communication proficiencies deemed most essential (i.e., chosen by at least 25% of the faculty respondents) was compiled.

The *Aims Sub-Committee Report* produced by the English Articulation Committee (2002) (bccat.ca/pubs/aims2002.pdf) provided a context for the current research. This report outlines the aims for both first-year composition and literature courses. The ESL researchers focused particularly on the "Aims for First-Year Writing Courses." While the English Articulation Committee focused on what students should achieve at the end of the course, the current research specifically looked at what proficiencies students need at the beginning of a first-year composition course. Nevertheless, the *Aims* document is relevant because it outlines what successful students should be able to do at the end of a one-semester course. In order for ESL students to meet these aims, they need a high level of academic and linguistic proficiency at the outset of the course.

Results and Analysis

Method of Analysis

Four institutions were identified, and each is represented by one ESL and one English Articulation Committee member for a total of eight to serve on a Joint Steering Committee. One consultant, Maria Bos-Chan, was also selected for her expertise in ESL, Canadian Language Benchmarks, and first-year English. During the fall of 2007, the Joint Steering Committee met to clarify the involvement of both groups before any significant implementation activities were initiated. Also, during the fall, English courses with willing faculty were identified, and the research visits were scheduled. Once the two Committees met and clarified the involvement of both groups, the ESL researchers met for some piloting of the benchmarking process applied to first-year English. Before the research began, each institution's ethics committee approved the project.

The research involved the analysis of listening, speaking, reading and writing skills required in first-year English courses. To collect data for analysis, the researchers observed classes, interviewed instructors and students, and examined outlines, readings, and assignments including student writing samples. This data was analyzed with reference to the CLB. The process for this analysis of the language competencies in CLB terms was an adaptation of the process outlined in *A Training Kit: Using the Canadian Language Benchmarks 2000 to Establish Entry Level Requirements for Applied Programs*. This document offers a well established process which served as a model.

The researchers examined what constitutes success. They analyzed grading systems across institutions and their varying interpretations and pass criteria (See Appendix 2). Researchers reviewed the grading criteria and determined that within the grading descriptions across institutions, a C+ grade reflected solid proficiency and sufficient language and academic competencies to support students' success at the next level. Therefore, a C+ in first-year composition was the target grade used for the purpose of defining the skills benchmarked.

The research took place during the early part of the 2008 spring term (weeks three to four). Researchers benchmarked four courses, observing a total of twenty hours of classroom instruction. Data from individual courses were compiled into an overall analysis of each skill area (See Appendices 3 – 6). In the second part of the spring term the final report received feedback from Maria Bos-Chan and subsequently, from the English Articulation members of the Joint Steering committee.

Results

Analysis of Observed Language Tasks by Skill and Subskill

Speaking

Subskill	Sub benchmark	Overall speaking benchmark
Social Interaction: Interpersonal competencies	6	8
Social Interaction: Conversation management	8	
Suasion	8	
Information: Presentations	5-7	
Information: Interaction: one on one	8-9	
Information: Interaction in a group	8	

(See Appendix 3: Speaking)

Program Speaking Demands:

Instructors would like students to ask questions and participate actively in the whole class and in small group activities. Speaking may be accounted for in a participation grade, which includes making spoken contributions (5% in two of the classes we observed). In one class, an oral presentation was graded, for 5%, but speaking was only one part of the grading criteria.

Students must frequently respond to teacher questions in the whole class setting. They may volunteer to answer, or be called on by name. In addition, small group work requires them to interact with peers, who generally use rapid and colloquial speech. Students noted that when presenting orally in front of the whole class, they had a heightened awareness of the fact that they are not native English-speaking, and they felt more conscious of possible language deficiencies. One student felt that in contrast, in an ESL class, the ESL student audience doesn't mind mistakes since they are "all in the same boat". Students felt put on the spot when called on in a first-year English composition class because they were unable to "convert [ideas] into words" quickly enough. Students felt more comfortable participating in group work with other ESL speakers due to their shared experience, regardless of language background. One apparently outgoing and voluble student reported being quieter in a group of native English speaking students.

Overall Speaking Benchmark:

Given the importance of conversation management and explaining information one-on-one and in small group settings, students require an overall speaking benchmark 8 in order to participate in first year English classes.

A student functioning adequately in first year English communicates effectively in most daily practical and social situations; communicates in a familiar routine work situation; participates in conversations with confidence; speaks on familiar topics at both concrete and abstract levels; provides descriptions, opinions and explanations; provides synthesis of abstract complex ideas; presents a hypothesis; and responds appropriately to formality level. No support is required. (*CLB 2000 Companion Tables*, Benchmark 8, p. 39).

A student in first year English must produce speech that is reasonably fluent, with a variety of sentence structures, including embedded and report structures, and an expanded inventory of concrete, idiomatic and conceptual language. The student may make grammar and pronunciation errors, but these rarely impede communication (*CLB Companion Tables* 2000, Benchmark 8, p.42).

Information on Specific Subskills:

- **Social interaction**: Interpersonal competency at benchmark level 6 was required primarily at the beginning of class, and when small group work came to an end. However, conversation management skills at level 8 were essential for the completion of small group tasks in class. Students manage conversation; check comprehension; keep conversation going; encourage others; provide description, opinions and explanation; synthesize abstract complex ideas, hypothesize; check comprehension; and include others. These are features of social interaction tasks in a group setting at Benchmark level 8 (*CLB 2000 Companion Tables*, p. 47).
- **Suasion skills** were required both in the whole class setting and in small group activities. Students were observed indicating problems and solutions in a familiar area; proposing/recommending that certain changes be made; identifying a problem; indicating possible solutions; recommending the best solution; and providing required details. These are features of suasion tasks at Benchmark level 8 (*CLB 2000 Companion Tables*, p. 53).
- **Presentations** The classes observed tended to be informal, usually a student reporting back the results of a group task. Presentations of 3 to 5 minutes, describing a moderately complex task reflect a range of CLB level 5 and 7 competencies respectively. Summarizing and reporting back to the whole group are level 7 competencies: give a summary or report of main points of a presentation by another (*CLB 2000 Companion Tables*).
- **Information: Interaction one on one** in the classroom was primarily between student and instructor, although it is generally a public interaction in front of the whole class. For this reason students need confidence to volunteer answers or to respond when called on the spot, but this is also true for non-ESL students. Students initiate questions to gather, analyze and compare information; they discuss options, summarize and repeat back, and respond to questions. These are features of Benchmark level 8 (*CLB 2000 Companion Tables*).

Socio-Cultural Competencies

Social contextual factors and cultural factors play a significant role in classroom cohesion. ESL students are challenged by the quick and short idiomatic interactions in class discussions. One instructor noted that the biggest challenge is getting ESL students integrated as part of the class so that they are "in the swing of things". He further commented that "when things are buzzing around in class discussion, they fall behind."

Instructors value students who make spoken contributions in class, taking these as evidence that students are engaged, involved, and alert. They also value demonstration of critical thinking skills in spoken contributions.

Observations by Researchers

Students should be able to offer suggestions and ideas spontaneously in groups with native English speaking peers. Informal oral interaction with classmates, although not graded, is necessary for social integration into the classroom community.

Listening

Subskill	Sub benchmark	Overall Listening benchmark
Social Interaction	3	8
Instructions	8	
Suasion	8	
Information	8-9	

(See Appendix 4: Listening)

Program Listening Demands:

Classes in First Year English are primarily in lecture format. These lectures range from 50 minutes to 90 minutes and are interactive. The interaction may be initiated by the teacher or the student; however, the most common interaction is teacher initiated, with the teacher asking directed or undirected questions to the class. Other listening demands include video; one-on-one interactions with the teacher within the whole class setting; peer interactions, both one-on-one and in small groups of 3-5 participants (CLB 2000 Companion Tables, Benchmark 8, page 23). Students need to follow normal to rapid, formal and idiomatic speech by both the instructor and their peers. Speech contains a wide range of complex structures and includes natural pauses, digressions, and false starts. Speech is also characterized by an expanded range of concrete, abstract and conceptual language (CLB 2000 Companion Tables, Benchmark 8, p. 23).

Information and key concepts focus on the analysis of texts, the writing process and grammatical features of writing. The discourse has a clear organizational structure, features transition signals, and may include digressions. Key concepts are elaborated and repeated throughout the lecture. The instructor may use visual support, such as overhead transparencies and whiteboard, at specific points during the lecture. Cultural references may or may not be present. (CLB 2000 Companion Tables, Benchmark 8-9, p. 21 - 22).

While listening to the lecture, students are often required to discuss and answer questions based on their understanding and interpretation of a required reading. This active participation requires students to simultaneously listen to the instructor deliver information, follow the reading, locate appropriate examples in the reading in order to respond to the instructor's questions and express informed opinions on the text. In the classes observed, the variety and the complexity of the reading materials that formed the basis for this active participation presented a challenge for ESL students.

Note-taking is not a critical component of the course. Most students take notes only occasionally during the lecture. Students apply the information from the lecture to group work activities and take home assignments.

Overall Listening Benchmark:

The overall entry benchmark for First Year English is CLB 8. The social interaction subskill at Benchmark 3 is not essential to student success. The two subskills crucial for success are Instructions and Information. The subskill Instructions require a CLB 8, while the subskill Information requires CLB 8 and 9.

Information on Specific Subskills:

- **Social interaction** takes place only occasionally in the classroom, before the class formally begins and/or in group work. Social interaction skills are not essential for achieving the learning outcomes, but are beneficial for developing an effective working rapport with classmates and the instructor.
- **Instructions** range from brief procedures to extended, complex, and non-sequential instructions. Instructions relating to the writing process are embedded within the lecture. There is written support in the form of handouts. (*CLB 2000 Companion Tables*, Benchmark 8, p 50).
- **Suasion** occurs primarily when instructors make directive or implied requests and recommendations to students regarding take home assignments and group work. In group work, students need to understand each others' suggestions, recommendations and directive requests in order to complete the task. (*CLB 2000 Companion Tables*, Benchmark 7-8, p. 33).
- **Information** is often presented in extended lectures of up to 50 minutes duration. Speech is normal to rapid, formal and idiomatic. Information may include facts, opinions, attitudes and abstract concepts. Identification of lecture organization and discourse markers as well as the relationship of main ideas and supporting details is required. (*CLB 2000 Companion Tables*, Benchmark 8-9, p. 36 - 37).

Socio-Cultural Competencies

Knowledge of cultural references to literature, pop culture, mass-media culture, and significant socio-cultural events will facilitate comprehension as such cultural references were present in the lectures.

Observations by Researchers

Instructors move through materials at a rapid pace. In order to keep up with the pace of delivery, students must grasp concepts and terminology quickly. Instructors ease the aural load by their use of the white board, overhead transparencies and handouts. One instructor commented that oral directions are difficult for all students, not only ESL students. While the instructor recognizes these challenges, stu[illegible]nts' perception can vary. For example, some students commented that the rate of delivery of the lecture was not a factor in their ability to participate in the class. Listening comprehension is also challenged by the terminology which is specific to writing, research, and literary analysis.

Reading

Subskill	Sub benchmark	Overall reading benchmark
Social Interaction Texts	9	9
Instructions	8	
Informational Texts	9/10	
Information literacy and study skills	7	

(See Appendix 5: Reading)

Program Reading Demands:

Within the first half of the term, students read primarily social interaction texts and informational texts, but also read instructional texts. The texts vary in length and complexity, but can be up to several pages long for specific assignments or models. In general, they are propositionally and linguistically complex with a broad range of vocabulary and lexical phrases for various contexts. Reading types include personal essays in a variety of rhetorical modes, some literature, and discipline specific texts. The reading tasks at the first-year level are demanding and require high-level reading skills. In classes students are required to respond to content while they are simultaneously analyzing structure. They must demonstrate their ability to "locate and integrate several specific pieces of abstract information across paragraphs or sections." (*CLB 2000 Companion Tables*, Benchmark 9, p. 3).

In order to synthesize and evaluate critically, students must "sufficiently grasp the meaning of text to paraphrase or summarize key points" (*CLB 2000 Companion Tables,* Benchmark 9, p. 3). Instructors emphasize that students need to read critically and actively, going beyond a superficial understanding of a text. Many of the readings are also used as models for writing, so students are required to analyze them in this context. In many cases, the purpose of the readings is to expose students to a range of academic writing genres and styles. To keep up with information presented in class about the readings and to participate in class discussions and activities, students also need to do considerable prior reading at home. Falling behind in reading would put students at risk, as they would then find the in-class work harder to follow. The CLB does not include the level of vocabulary or the volume of reading. Students are expected to read a large amount of material which is dealt with at a much faster pace than they are used to at the EAP IV level.

Overall Reading Benchmark:

Most instructional texts and many instructional tasks fall within the CLB 9 or 10 range, but overall, a strong 9 would be sufficient for entry level to first-year English.

Information on Specific Subskills:

- **Social interaction texts** include personal essays, some short stories and poetry. The authors use a large amount of idiomatic language and cultural references which they assume the readers understand. Students need to be able to make inferences, articulate implicit details and identify tone. They must understand authorial intention and "explain point of view, attitudes, and emotions from stated and unspecified clues" (CLB 2000 Companion *Table,* Benchmark 9, page 9). They need "to compare and summarize differences and similarities in viewpoint, attitude and emotions" (*CLB 2000 Companion Tables,* Benchmark 9, p.9).
- **Instructional** texts include lengthy, multi-paragraph directions for assignments, which reflect Benchmark level 8 competencies; students must follow extended sets of multi-step instructions for established processes. Also, text books include instructional material on various writing techniques, genres, rhetorical designs and writing strategies, reflecting level 8 competencies: coherent extended instructional directions. In order to complete assignments, students need to be able to read this material well. Students occasionally follow 1 – 5 step common everyday instructions and instructional texts (CLB 3) such as quiz and test instructions.
- **Informational** reading tasks clearly fall within the CLB 9 – 10 range. They include complex expository or argumentative texts and vary in content and length. They require both factual comprehension and analysis of implied meanings. Students often have to extract and synthesize relevant information.

- **Information literacy**, dealing with reference and study skill competencies, aside from one observation, is not dealt with until later in the term when students start their research. There is an expectation of a basic foundation, however.

Socio-cultural Competencies

Many of the readings are personal essays in which authors assume reader familiarity with cultural references and idiomatic expressions. This includes references to pop-culture, historical and local events, figures of speech and regional variations of language.

Observations by Researchers

The pace, volume, complexity and diversity of readings in first-year composition classes create a sharply increased load on ESL students in contrast to typical EAP IV classes. Also, because the students are required to respond to content and structure simultaneously in a fast-paced class discussion, the ESL students can be at a disadvantage. This has implications for how ESL instructors treat reading in their composition classes.

Writing

Subskill	Sub Benchmark	Overall Writing Benchmark
Recording / Reproducing Information (summarizing)	8	8 / 9
Presenting Information	8 -10	

(See Appendix 6: Writing)

Program Writing Demands:

Students complete, on average over a term, 5 take-home and in-class essays, some quizzes requiring short answers and paragraph writing, and short focused in-class writing tasks at the sentence or paragraph level. In the first 3 – 4 weeks of term, students need to be able to understand the structure of an essay and appropriately apply the basic elements (introduction, development, and conclusion) in essays of 500 – 1000 words. Successful completion of a research paper, of up to 2500 words, is a first year English course outcome.

The grading criteria (See Appendix 2) reflect a minimum competency of CLB 8 required to achieve a C+ grade in initial writing assignments. Students need to be able to link sentences and paragraphs to form coherent, connected texts with logical connectors in order to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience (*CLB 2000 Companion Tables*, Benchmark 8, p. 67). Students require good control of common sentence patterns, coordination, and subordination (*CLB 2000 Companion Tables*, Benchmark 8, p.70), with overall verb tense control and sentence variety. Sentence structure errors are significant, but acceptable, unless they impede comprehension. Some sentence structure issues are addressed in class; however foundation grammar is not. Frequent grammar or vocabulary errors significantly affect students` grades.

Students are given written guidelines for assignments, and must follow detailed, specific instructions embedded in oral lectures. They must apply concepts covered in lectures in subsequent writing assignments. In some cases, assignments are submitted and returned electronically (e.g. Moodle).

Students noted that writing was the most challenging skill area. This is significant given that at least 90% of the course grade is assigned for written work. Students gave the example of understanding the concept of an exploratory essay, but having difficulty with production, for example, expressing a tentative tone.

In addition to the CLB 8 writing skills required, students need to be experienced with CLB 9 level tasks. While students start the term applying solid benchmark 8 skills, within weeks they are pushed towards benchmark 9 tasks. For example, immediately upon starting first year English courses, students write narrative and personal response pieces (*CLB 2000 Companion Tables*, Benchmark 9, P. 83). Therefore, researchers determined CLB 8 / 9 for writing for entry into first-year composition.

Overall Writing Benchmarks:

A Canadian Language Benchmark of 8 / 9 is appropriate for entry to the program. An initial assignment in one class demanded CLB 10 competencies, but this was explicitly guided in the assignment instructions and modeled orally in preceding lectures.

Information on Specific Subskills:

- **Recording / Reproducing information** during the first-year English classroom sessions is at a CLB 8. Students take notes of oral lectures (CLB 7), however it is not required and not all students do so. Students are required to write summaries (CLB 8). They need to be able to reproduce complex ideas from written texts and lectures, extracting key information and relevant detail from a page-long text and write an outline or one-paragraph summary (CLB 8).
- **Presenting information** is at a CLB 8-10 range. First-year English courses require students to express or analyse opinions on familiar abstract topics, or to provide detailed descriptions and explanations of phenomena or processes (CLB 8). They must also write personal response essays to text or another stimuli (CLB 9) which require a "fair use of complicated discourse patterns and structures (e.g. definition, classification, exemplification, cause and effect)" (*CLB 2000 Companion Tables*, Benchmark 9, p. 71). Students need to use adequate vocabulary for the topic, with good control of complex structures in multi-paragraph essays, where a "range of complex, diverse vocabulary and structures" is required (*CLB 2000 Companion Tables*, Benchmark 9, p.83). In one class students were asked to write an expository essay to explain causal and logical relationships between facts, phenomena and events (CLB10). Assignments are supported by written instructions and, at times, detailed guiding questions.

Socio-cultural Competencies:

Students must be sensitive to functional stylistic variation and degrees of formality and registers in their writing. Students are expected to adhere to conventions of academic writing across rhetorical forms.

Observations by Researchers

Scaffolding is integral to the success of ESL students in first year English. Instruction of essay concepts in first year English courses focuses on in-depth review and extension, rather than introduction. ESL students who have had no previous exposure to these concepts would be unlikely to absorb the instruction at the rate and volume given. Furthermore, although library research skills, referencing and research papers are taught in first year English courses, the pace and quantity of instruction is substantial. ESL students require a solid foundation in some of the research and organizational skills that will be discussed. Prior scaffolding provides that foundation.

Having a solid foundation in grammar is another essential component of success. Accuracy is expected, and grammatical errors negatively impact grades. As one instructor noted, students are expected to "address content correctly, write interestingly, and follow correct conventions."

Implications of the Benchmarking of First-Year English to the BC Transfer System

A number of implications for ESL, English and the Post-Secondary Transfer System have emerged from this research.

Recommendations for ESL

- The analysis of the language demands of first-year English courses in relation to EAP IV outcomes and their CLB alignments shows a clear transition from EAP IV to first-year English.
- All institutions teaching EAP IV courses should review the results and observations for confirmation of teaching goals.
- The research indicates that EAP IV is well designed for the most part to prepare student for a first-year English composition course. However, the findings also point to the need to emphasize key areas of challenge for ESL students. Therefore, the researchers make the following recommendations for EAP delivery:
    - *Speaking:*
        - Provision of frequent and spontaneous opportunities for short report back presentations to the whole class
        - Development of self-confidence in oral competency through activities that focus on pronunciation, fluency, comprehensibility, and conversation management skills
    - *Listening:*
        - Practice with extended interactive lecture formats, as in the Socratic method, with the question and answer structure
    - *Reading:*
        - Increase the volume, complexity, diversity and pace of readings
        - Reinforcement of critical reading and thinking skills
        - Focused vocabulary development
    - *Writing:*
        - Increase in volume and pace of writing production, in and out of class, to augment the existing instruction and practice in essay writing
        - Increase in accountability for editing and self-correction
        - Development of depth and critical analysis in writing, beyond formulaic patterns
    - *Socio-Cultural Competencies:*
        - Exposure to first-year courses through classroom observation and analysis of authentic video clips of classes

Recommendations for English

- The results of both Phase I and Phase II indicate clear transitions from EAP IV into first-year English. However, not all ESL students enter first-year English courses through this pathway. Alternate pathways for entry to first-year English include, but are not limited to, Grade 12 English, TOEFL, IELTS, and LPI scores.
- Those students who have come through EAP IV, while ready for first-year English, could benefit from continued English language support. This acknowledges that language learning is ongoing.
- English instructors are encouraged to be cognizant that it is a challenge for ESL students to hear, understand and process many colloquial and rapid verbal instructions that occur in a typical English class.
- English instructors who find ESL students in their classes who do not meet the required language level should refer these students to their institution's ESL program.
- English departments can refer to the EAP IV outcomes in order to identify EAP IV graduates' English language training background. See bccat.bc.ca/pubs/ESL2007.pdf, pages 30 – 32.

Recommendations for the Post-Secondary Transfer System

Researchers recommend:

- Implementation of a comprehensive tracking system, such as the proposed PEN tracking system, to identify the pathways ESL students take to enter first-year English, in order to better assess their language development needs and direct them accordingly.
- Provision by institutions of ongoing, focused support for ESL students throughout their post-secondary studies, in recognition that language development is continuous, and therefore, even with the skills necessary upon entry, ESL students can still be challenged by the increased demands of their studies.
- Funding for exploration and development of support mechanisms for ESL students in university level courses.
- Support for the transferability of EAP IV by BCCAT, given that EAP IV should meet the requirements of any first year English (or other) course in the province, and should be transferable as an admission standard:
    - Addition of EAP IV to the list of ways that international students can meet the language requirement for admission to university level programs.
    - Implementation of EAP IV as a prerequisite for ESL first-year English courses.
    - Addition of the designation "EAP IV" to the names of all ESL courses articulated at the EAP IV level so that student transcripts can clearly indicate the completion of an EAP IV level course, and therefore satisfy the English language prerequisite to first-year English.
- Information to member institutions on the report and its implications.

Ongoing Review

The implications and recommendations of this study warrant further review. The ESL and English Articulation Committees will review how the research results are used in admission to first-year English. In addition, there will be an ongoing review of the appropriateness of the Benchmarks themselves and any updates to the CLB will be reviewed in the context of this work.

Glossary

Accuplacer	computer-based, adaptive, skill-focused test of English as a second language proficiency
EAP	English for Academic Purposes
ESL	English as a Second Language
ibTOEFL	internet-based Test of English as a Foreign Language
IELTS	International English Language Testing Service
LPI	Language Proficiency Index
Scaffolding	building on prior knowledge and instruction
Suasion	getting things done
TOEFL	Test of English as a Foreign Language

APPENDIX 1: English Entry Requirements

A sample of the range of entry pathways for ESL students for admission to post-secondary institutions:

Applicants Whose First Language Is Not English

The [Institution] requires that applicants whose first language is not English submit proof of English proficiency. Undergraduate applicants may demonstrate English language proficiency by one of the following:

- completion of four years of secondary and/or post-secondary education in which the primary language of instruction is English, in one of the following countries: Anguilla, Antigua, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Cameroon, Canada, Cayman Islands, Dominica, Gambia, Ghana, Grenada, Guyana, Ireland, Kenya, Jamaica, Lesotho, Liberia, Malawi, Mauritius, Montserrat, Namibia, Nigeria, New Zealand, Singapore, South Africa, Swaziland, St. Kitts and Nevis, St. Lucia, St. Vincent, Tanzania, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, United States, U.S. Virgin Islands, Zambia, Zimbabwe

- completion of a recognized degree program from an accredited university in which the primary language of instruction is English, in one of the countries listed in the paragraph above

- completion of grade 12 English or its equivalent in Canada with a grade of 86% or higher

- completion of 1.5 or more units of transfer credit for university-level English courses

- Test of English as a Foreign Language (TOEFL)* with a score of 233 or higher on the computerized version, or 575 or higher on the paper test, or 90 or higher on the internet based test with not less than 20 out of 30 in any of the Reading, Listening, Writing, or Speaking subscores.

- Michigan English Language Assessment Battery (MELAB)* with a score of 90 or higher

- International English Language Testing System (Academic IELTS)* with a score of 7 or higher

- Canadian Academic English Language Assessment (CAEL)* with a score of 70 or higher and none of the sub-test results below 60

- University Admission Preparation Course (UAPC) with a score of 80% or higher

- a score of Level 6 on the Language Proficiency Index (LPI)

- a score of 4 or higher (out of 5) on the Advanced Placement Exam in English Language and Composition
- a score of 86% or higher on either the BC Provincial Grade 12 English Examination or in OAC English or Grade 12 U English (Ontario) within the last three years prior to admission
- a score of 4 or higher on International Baccalaureate's Higher Level English

* Tests taken more than two years prior to application will not be considered.

Other tests may be considered on an individual basis following a review of the test by Undergraduate Admissions and a valid test score equivalent to that required for the TOEFL as determined by Undergraduate Admissions. Documentation must be received by May 31st.

English Proficiency: Conditional Offer of Admission

International students who are unable to successfully demonstrate English language proficiency are encouraged to apply for a Conditional Offer of Admission to [Institution] if they meet the current admission requirements for their faculty. Students that obtain a minimum TOEFL score of 530 PBT/197 CBT or 71 iBT, or an IELTS score of 5.5 will be considered.

English Proficiency: Exchange Students

Applicants participating in a formal exchange program must demonstrate English language proficiency adequate for successful participation in the program. The level of proficiency and the manner in which it will be demonstrated will be stated in the exchange agreement approved by the University.

Students in exchange programs who later apply for regular admission to the University must at that time meet all admission requirements and demonstrate English language proficiency as defined above.

English Proficiency: Visiting Students

Visiting students whose first language is not English and who have not studied in Canada or another English-speaking country for four recent academic years in an acceptable program from an approved secondary or post-secondary institution must take the Test Of English as a Foreign Language (TOEFL). A score of not less than 575 (233 on the computerized test) is required for undergraduate study.

APPENDIX 2: Grading Systems

Institution One

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

In-class diagnostic: writing about a memorable person. Done completely in class but the students had discussed the topic and the strategies in the class before. 500 words 1 hour and 20 minutes

At the end of the course students will be able to:

- **Write** expository prose for various purposes and audiences.
- **Develop** a mature writing process which may include prewriting, planning, drafting, conferring, revising and editing/proofing.
- **Select** and use rhetorical patterns purposefully.
- **Write** correct, clear, cohesive, and effective English.
- **Vary** style purposefully through manipulating sentence rhythms, sentence variety, vocabulary and figurative language.
- **Read** mature expository and persuasive prose by student and professional writers.
- **Vary** their reading approach for different purposes such as research and criticism.
- **Analyze** expository prose by identifying controlling ideas, supporting ideas, dominant rhetorical pattern, tone and features of style.
- **Summarize** expository prose in their own words to reflect coherently the original's ideas, organization, and tone.
- **Research** topics for expository papers.
- **Use** a variety of sources, which may include personal knowledge, interview, print, and other media.
- **Choose** to summarize, paraphrase, or directly quote from sources.
- **Integrate** the results of research into expository papers.
- **Document** sources fully and ethically, according to specified bibliographic conventions.

Institution Two:

Letter Grades	Grade Point	Percentage Equivalents	Description
A+ A A-	9 8 7	90-100 85-89 80-84	**Exceptional, outstanding** and **excellent** performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	75-79 70-74 65-69	**Very good, good** and **solid** performance. Normally achieved by the largest number of students, These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	60-64 55-59	**Satisfactory** or **minimally satisfactory**. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-54	**Marginal** performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.

Grading Standards for First-year Writing Assignments

NOTES

1. Students in first-year academic writing courses are expected to have sufficient competency in written English to deal successfully with university-level writing assignments. This level of competency is equivalent to Language Proficiency Index Level 5, which is defined as follows: Writing at this level may lack flair and sophistication, but it is controlled and competent. It has few errors in sentence structure, grammar, or English idiom; it has varied and accurate diction and is adequately developed and well organized.
2. Not all evaluation criteria will be applicable to a given assignment (e.g., the assigned work may not require a thesis statement). In these cases, only the appropriate criteria and achievement expectations will apply.

The A Paper

Letter grade	UVic descriptor	Achievement of Assignment Requirements & Objectives	Criteria
A plus	Exceptional (90-100%; midpoint 95%)	Uniformly exemplary work that exceeds expectations in every respect; all assignment requirements exceeded; exceptional achievement of assignment objectives; fully meets or exceeds all criteria.	Overall, the writing is clear, insightful, focused, well developed and organized, and enriched by well-chosen details and examples. It holds the reader's attention and moves the reader forward effortlessly. The writer demonstrates independent and original thinking.

A	Outstanding (85-89%; midpoint 87%)	All assignment requirements fully met or exceeded; outstanding achievement of all assignment objectives; fully meets all criteria.	Ideas flow logically and fluently; the thesis is clear, original, manageable, and apt; the analysis is compelling and sound. Each point is supported by at least one piece of reliable and accurate evidence. Quoted material is well integrated and correctly documented in the required style. The language is precise, interesting, powerful, and engaging; sentences are well constructed, varied in length and structure, and joined by strong transitions. The writer demonstrates a thorough grasp of standard English conventions (spelling, punctuation, grammar, usage, paragraphing, mechanics); there are no errors or only minor, mechanical errors. The writing has many obvious strengths and no obvious need for revision.
A minus	Excellent (80-84%; midpoint 82%)	All assignment requirements fully met; outstanding achievement of most objectives; fully meets most criteria; some minor revisions can be suggested.	

The B Paper

Letter grade	UVic descriptor	Achievement of Assignment Requirements & Objectives	Criteria
B plus	Very Good (75-79%; midpoint 77%)	All assignment requirements met; very good achievement of all assignment objectives; no major weaknesses, but flaws are evident in one or more of content, organization, development, or language use.	Overall, the writing is clear, well developed, and supported by well-chosen details and examples. It holds the reader's attention and moves the reader forward smoothly. The writer demonstrates some independent and original thinking, although some parts of the writing may be predictable. Ideas flow logically and fluently; the thesis is clear and appropriate to the topic, and the analysis is sound. Most points are supported by evidence. Quoted material is mostly well integrated and correctly documented in the required style. The language is mostly precise, interesting, and engaging, although it may lack impact and originality; sentences are well constructed and varied in length and structure. The writer demonstrates a good grasp of standard English conventions (spelling, punctuation, grammar, usage, paragraphing, mechanics); errors are few, mainly mechanical, and do not impede comprehension. Strengths far outweigh weaknesses, although revisions can be suggested that would improve the writing.
B	Good (70-74%; midpoint 72%)	All assignment requirements met; good achievement of some objectives; fully meets most criteria of the B paper; some weaknesses in one or more of content, organization, development, or language use.	
B minus	Solid (65-69%; midpoint 67%)	Most assignment requirements met; some achievement of most assignment objectives; meets most criteria of the B paper, but weaknesses are more numerous, and needed improvements are obvious.	

The C Paper: Satisfactory (Only) Work

Letter grade	descriptor	Achievement of Assignment Requirements & Objectives	Criteria
C plus	Satisfactory (60-64%; midpoint 62%)	Most assignment requirements met; some achievement of some objectives; major weaknesses in some of content, organization, development, and language use.	Overall, the writing is clear but the development is basic or general; supporting details are present, but some are obvious or otherwise fail to bring depth to the topic. The writing follows a predictable structure that allows the reader to move through the text without much difficulty.

C	Minimally satsifactory (55-59%; midpoint 57%)	Some assignment requirements met; only minimal achievement of assignment objectives; deficiencies come close to outweighing strengths.	In places, ideas may wander and the flow of logic may not be clear to the reader. Some points lack supporting evidence, and some evidence or examples may be used inappropriately. Some quoted material may be poorly integrated and/or incorrectly documented, or it is unclear how it supports the argument. Overall coherence may be impaired in places by missing transitions or errors in logic. The language is general, functional, and comprehensible, but has little impact or style. Sentence structure is basic but correct. The writer demonstrates a reasonable grasp of standard English conventions (spelling, punctuation, grammar, usage, paragraphing, mechanics); however, the writing contains obvious errors, although few disrupt or impede comprehension. Both weaknesses and strengths are evident, but strengths still outweigh weaknesses. Needed improvements are numerous and obvious.

The D Paper: Borderline Work

Letter grade	descriptor	Achievement of Assignment Requirements & Objectives	Criteria
D	Marginal (50-54%; midpoint 52%)	Some assignment requirements met; marginal achievement of assignment objectives; largely unsatisfactory work; parts of the assignment may not be fully completed; serious flaws in content, organization, development, and language use.	Overall, the writing minimally meets the expectations of basic competency, but the writing lacks some or all of clarity, coherence, development, and focus; what supporting details are present are obvious or otherwise fail to bring depth to the topic. The writer demonstrates few insights and little independence of thought. Ideas may be obvious or unclear, and often seem loosely connected to each other. The thesis may be difficult to identify or predictable. Some paragraphs lack coherence. Some topics wander, shift, or are left undeveloped. Some supporting evidence is lacking, weak, or incorrect. Some quoted material is poorly integrated, or it is unclear how it supports the argument. Some documentation may be lacking or incorrect. The language is general, functional, and comprehensible, but has little impact or style. Sentence structure may be incorrect or simple and predictable. The writer demonstrates a basic grasp of standard English conventions (spelling, punctuation, grammar, usage, paragraphing, mechanics), but the writing contains obvious errors, some of which disrupt or impede comprehension. Strengths and weaknesses are roughly equal. Needed improvements are numerous and obvious.

F: Failing Work

Letter grade	descriptor	Achievement of Assignment Requirements & Objectives	Criteria
F	Unsatisfactory	Some requirements may be met; less than minimal achievement of assignment objectives.	The failing paper is characterized by a number of serious flaws, which may reflect the writer's lack of effort, comprehension, or fluency, or a combination of these deficiencies. The writing does not meet the expectations of competency as defined above. Overall, the writing is poorly developed or unclear; it lacks a clear direction and forces the reader to infer connections between ideas. The writing is mechanical at best and lacking in detail or an obvious point of view. The language is nonspecific, redundant, and often distracting; sentences may be correctly constructed, but the connections between ideas are missing or unclear. Errors in spelling, punctuation, usage, grammar, paragraphing and mechanics consistently impede comprehension. Weaknesses outweigh strengths.

Institution Three

Grading Standards

I will assign each of your papers a letter grade.

No matter what other merits a paper might have, an essay will not receive a passing grade if it does not have a thesis, does not address the topic assigned, or if the sources of information are not documented.

If your paper contains more sentences with errors than sentences without errors, I will assign it a failing grade. This is a purely mathematical calculation; your essay will fail for this reason no matter what other evidence of your brilliance it may reflect.

An essay that has been plagiarized will receive a grade of zero and the student who submits a plagiarized paper will be reported to the Dean of Student and Education Support Services.

An "A" paper

An outstanding paper. The "A" paper must by fully focused on the topic and consistently strong in structure, content, expression, mechanics and presentation. It has a perceptive and incisive thesis, originally and credibly defended. The writing style is individual. Errors, whether mechanical or grammatical are very few and extremely minor.

A "B" paper

An above-average paper. The "B" paper must be well-focused on the topic, and must have a clear thesis well supported by convincing evidence and explanations. Errors in mechanics, grammar, or expression are minor, occasional rather than chronic, and do not obscure meaning. The style is somewhat individualized, but the argument may rely more heavily on materials and ideas raised in class than the "A: paper does. The paper is coherent, with appropriate diction and some sentence variety, and the format is superior.

A "C" paper

An adequate paper. The "C" paper meets the requirements of the assignment in format and structure. The thesis may be correct and adequately expressed, but the supporting evidence may be occasionally unconvincing, vague, incomplete, or overly general. The transitions may be inconsistent, but the overall organization is apparent. Errors in grammar, mechanics and composition are present but are not so serious or chronic that they make the paper difficult or impossible to understand.

A "D" paper

An inadequate paper. Throughout the "D" paper, the work is replete with errors and problems, but the essay either presents content which is strong enough to salvage it from the "F" category or, compared to earlier work, the essay presents a qualitative improvement which I wish to acknowledge.

APPENDIX 3: Speaking Data

Data collected from observations across institutions.
Abbreviations: I = Instructor, S = Student

Observed Speaking

Observed Speaking			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
3-6	**I. Social Interaction**		
	Interpersonal competencies		
	Greet, introduce self and ask about the other person. (3)	Greet classmates	"How you doing" "Did we have any reading for today?"
	Indicate problems in communication. Ask for explanation. (3)		I: "Another piece of housekeeping... Feb. 4 [in class] essay ..." S: "Feb. 4 is a Monday." I: "Sorry, it's the 5th, a Tuesday. Thank you."
	Express/respond to apology, regrets and excuses. (6)	Apologize and reassure classmate in student exchange that one student is not directing the choice of the class. ----------	S1: "Just my opinion. What do others want?" S2: (aside to S1) "It's R's class now" (laughs). S1: "I ask the questions" (laughs sheepishly). ----------

5-8	**Conversation Management**		
	Indicate non-comprehension. (5)		I: "Why shouldn't we forget?" S: "To be honest I'm not entirely sure."
	Take turns. (5)	Small group task to generate "conventional answers and tools for analyzing errors & anomalies" In groups, students took turns contributing ideas.	I: Incidentally, I want you to hand those in at the end of class S: 1 per group or 3 per group? I: 1 per group S: Sorry, I didn't hear what you said. I: I'll be typing it up for the rest of class – 1 per group S: So we need to hand it in tomorrow? I: No, today S: okay
	Encourage others in a conversation by showing interest. (5)	Small group task to share ideas for essay	"Yeah, yeah, yeah."
	Take turns by interrupting. (6)	Answer questions without direct prompting (not called by name), comment on classmates' answers ad lib	
	Encourage conversation by adding supportive comments. (6)	Agree with suggestion --- Small group task to find an analogy for a paragraph --- Discuss possible reasons for change in buying patterns described in "Golden Age of Grease" excerpt ---	"Yeah, like some kind of package deal." --- "OK, that's a good one." "Yeah, yeah, that would be good. Let's talk about that." --- S1: "They don't like fruit so much." S2: "Yeah, Americans don't like fruit and vegetables."

		Brainstorm examples to support body paragraphs in "Life Without Television" essay	--- "That's, that's good." "Yeah, yeah, that would be good." "That would be good. Let's talk about that."
	Confirm own comprehension.	Listen to lecture	"Wondering . . . Is that what you want us to do?"
	Use a number of strategies to keep the conversation going: hold the floor; resume after interruption; change topic. (7)	Small group task to generate "conventional answers and tools for analyzing errors & anomalies" --- Resume group work after teacher interruption (requiring whole class attention)	"I think the real question is . . ." "Let's talk first about what to do." --- "OK, so what are we doing . . . So what's the sauce again?"
	Manage conversation. Check comprehension. (8)	Small group task to generate "conventional answers and tools for analyzing errors & anomalies" --- Question clarity of instructions by stopping the instructor's explanation. --- Negotiate interpretations	"Is this supposed to be a small town, yeah, I'm from a small town and the sports bar is always packed . . ." --- S: (emphatic) "I'm confused. Are we trying to put a thesis in this piece of writing or ..." --- S: "I think the author is saying not to take things for granted...." I: "I think there is a big chunk of that in this essay ... Dreams are relative."

			S reads an excerpt: "Here his brother's never had a girlfriend, something almost everyone takes for granted." I: "You're saying don't take .. for granted." S: "... to cherish life and your dreams and live to the fullest."
		---------- Brainstorm examples to support body paragraphs in "Life Without Television" essay ---------- Ask for clarification of instructions	---------- "For body paragraph 1, should we write a specific example of something we've read?" "Do we have three for up here?" ---------- S: "Sorry, I didn't hear what you said." I: "I'll be typing it up for the rest of the class..." S: "So we need to hand in tomorrow?" I: "No. Today." S: "Okay."
	Use a variety of strategies to keep conversation going. (8).	Small group task to share ideas for exploratory essay ---------- Brainstorm examples to support body paragraphs in "Life Without Television" essay	S1: "I'm thinking of . . . what is a public view of mountain biking on trails on local mountains, but I don't know how to phrase it." S2: "Basically . . . how does the community view mountain biking . . ." ---------- "That would be good. Let's talk about that." "Leisure reading. Does anybody do that anymore?" S1: "I don't know, we finally got a start on studying for our spelling test. S2: "We got an early start on studying for our finals."

		---------- Complete the group assignment in the time allotted.	---------- S1: "We're still on the function part." S2: "I think we could incorporate that..." S3: quotes excerpt S2: "So last night, I was piercing a potato... blood everywhere...thought I'd die." S1: "Okay, is a stinging nettle commonly found?...." S3: "Stinging nettle is what? Sorry" (writing). S2: "We're summarizing now?"
	Encourage others to participate. (8)	Small group task to share ideas for exploratory essay ---------- Brainstorm examples to support body paragraphs in "Life Without Television" essay	"So what ideas, like, do you have?" ---------- "What kind of hobbies have you and your family ignored for ages?" [question directed at quiet student in group]
3-8	**III. Suasion (Getting Things Done)**		
	Ask and grant permission. (3)		S: "If we finish early?" I: "Leave! No, you're entitled to stay."
	Make a simple formal suggestion; provide reason (6)	Suggest causes for an accident	S1: "Brakes didn't work" S2: "It's slippery" S3: "Stress of being late for class.
	Make a simple prediction of consequences. (6)	Suggest effects of the accident	S1: "the car could be totalled." S2: "Other people could be injured." S3: "late for class."
	Request a word. Ask for and respond to recommendations or advice. (7)	Ask information questions based on lesson topic.	S: "Who manages databases?" S: "What's the difference between Academic Search Premier and Academic Search Elite?"

			S: What's the 77% mean? (as seen on the screen)
	Make an extended suggestion on how to solve an immediate problem or make an improvement. (7)	Work in a group analysing a portion of an extended reading, to produce a summary and identify function and characteristics of the reading.	S1: "It's not really going into too much detail." S2: "It's not really descriptive." S3: "It's like..." S1: "It's sort of a summary." S: "If you read the bottom of the paragraph you get the background... something like a secret recipe..."
	Indicate problems and solutions in a familiar area. (8)	Small group task to generate "conventional answers and tools for analyzing errors & anomalies" --- Review answers on a recent test; determine correct response (between students, before class)	Students suggested "conventional answers" (possible solutions) --- S: "It said something like ... Then I changed my answer, I put down anticoagulatory enzyme..." [discussion of most appropriate answer]
	Propose/recommend that certain changes be made in a familiar area. (8)		Students evaluated above "conventional answers" to recommend changes
7-8	**IV. Information**		
	Presentations		
	Describe a moderately complex process. (7)	Give oral presentation (3 minutes)	[Instructions:] "Process of 'How to': how to make Aunt Nellie's special apple sauce cake, how to create an interesting fall garden bed, how to survive in Europe for $35 a day, how to select a good skateboard . . . you get the idea."
	Interaction one-on-one		
	Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. (8)	Ask for detailed information relating to the lecture. (academic question, not work related) ---	S1: "How do we know as students that this has been refereed?" S2: "So published is different from refereed?" ---

		Respond to requests for definition	I: "Can anyone give me a quick and dirty rule for a semicolon?" S: "Joining two independent clauses."
	Discuss options. (8)	Discuss possible reasons for change in buying patterns described in "Golden Age of Grease" excerpt	"I wonder why . ." "OK. I think there's two possible reasons."
6-8	**Interaction in a group**		
	Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty. (6)	Small group task to generate "conventional answers and tools for analyzing errors & anomalies"	Student suggested making the billiard hall more family friendly and marketing to families would generate profit.
	Participate in a small group discussion/meeting; express opinions and feelings; qualify opinion, express reservations, approval and disapproval. (7)	Small group task to generate "conventional answers and tools for analyzing errors & anomalies" --- Small group task to find an analogy for a paragraph --- Respond to teacher's query about homework reading.	"The problem is . . . you know what I mean?" "Yeah, like some kind of package deal." --- S1: "A paragraph is like a . . . square." S2: "A square??" S3: "It's a snowflake." S4: "That's too complex." S3: "Every paragraph is different!" --- S1: "I found it a bit harder to get through..." I:"You're saying it might be because of unfamiliarity..." S2: "I thought the opposite because it's my field of study..." S: "She used examples in kind of a narrative way. I had her actually as a prof and I can hear her voice."

			S: "I think the sections helped quite a lot."
	Participate in a debate/discussion/meeting on an abstract familiar topic or issue. (8)	Small group task to generate "conventional answers and tools for analyzing errors & anomalies" --- Answer questions and respond to prompts in class discussion of a reading. --- Exchange between a number of students and the teacher to discuss the narrator's difficulty expressing his feelings.	[Task question:] What should Papa Bob do? --- I: "Is there a point in the poem when the speaker indicates how he felt?" S: "Yes, he spent all morning in the college sick bay counting" [reads line from poem]: "the bell is knelling" I: "Yes, poetry is always compressed." S: "Yes. the student is counting the bells knelling classes to a close." --- S1: "He's embarrassed by the old man." I: "Oh that's interesting, the role reversal. No you're quite right, he's blanked out." S2: "I get the feeling he's not sure how to react." I: "Yes, how do you know that?" S2: "He doesn't really talk about how he feels." I: "Sometimes we don't know how to react." S3: "You're supposed to be sad."
	Express and analyze opinions and feelings. (8)	Respond to teacher's requests for analysis.	I: Before we go to groups, I want to hear from you about your experience of reading this. How did it seem – on the easy to difficult continuum – on the interesting to not continuum? How did it go? S: " I found it a bit harder to get through." I: "You're saying it might be because of unfamiliarity?" S2: " I found it the opposite because it's my field of study – easy to understand." S3: "I like how it was separated by titles, etc." S2: " She used examples in a kind of narrative way.

			I had her actually as a prof and I can hear her voice." S4: " I think the sections helped quite a lot."
	Express doubts and concerns; oppose or support a stand or a proposed solution. (8)	Evaluate another student's suggested "conventional answer." --- Question/challenge instructor --- Argue distinction between exploratory and research essay	Student suggested that regulations may not allow the building of dorms. --- "Isn't that part of a research paper?" [tone: challenging] I: "How would you know [what the public thinks]?" S: "If I interview 2 people, is that not what the public thinks?" I: "It's what *two* people of the public think." --- I: "You're really querying. You're investigative, you just don't know." S: "[With research] you just don't know—you research [to find out what you don't know]." I: "In the exploratory, you come up with *questions*."

APPENDIX 4: Listening Data

Data collected from observations across institutions.
Abbreviations: I = Instructor, S = Student

Observed Listening

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
3-7	**I. Social Interaction**		
	Identify verbal and non-verbal details of social exchanges, including styles of greetings, leave-taking and introductions. (3)	Respond to greeting Understand signal that class has ended	"how you doing" "did we have any reading for today?" "OK, you're off. Think about your exploratory essay."
	Identify factual details and inferred meanings in dialogues containing compliments, invitations, and offers; discussion of interests, likes/dislikes and preferences. (5)	S needs to recognize an invitation to speak	I: I'm going to pick on *(points to a student)* not Eric, but in the white ---- S: James
	Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication. (6)	Accept apology and explanation of why the return of an assignment is delayed. --- Accept explanation why a quiz has to be retaken ---	I: I had hoped to have everyone's essays marked today, but I haven't. Not because they're bad (student laughter), sometimes people think that ... sick yesterday. --- I: Previous test ... not your fault ... what I've done is redrawn the quiz for you; in other words, you'll have a second go at it S: I have a lot of answers written in here, so I wanted to know if ... I: start with a clean slate today.

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
			---------- I: Any queries about what you're about to do?
	Identify stated and unspecified details, facts and opinions about situation and relationship of participants containing expression of and response to gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval. (7)	S needs to recognize that he's given the wrong answer	I: Is there an argument? Std: (*reads aloud from text)* I: I don't know if that's a major argument. Maybe a minor... Look at paragraph 2...
3-9	**II. Instructions**		
	Follow two- to four-clause directions relating to movement and position in space, and to weights, measures, amounts and sizes. (3)		I: So I want to look at some writing today and we'll start with Burger Queen on p. 142.
	Understand a range of spoken everyday instructions on step- by- step procedures. (5)		I: Any queries about what you're about to do? I: Feb. 4th essay, part of this is produced at home. Topic TBA. 750 words, 3 pages, double-spaced.
	Understand a set of instructions when not presented completely in point form: sequence/order must be inferred from the text. (6)	Follow instructions for a writing task.	"I'll hand back the essay but while I do I want you to get into small groups . . . I want those of you who have ideas to form groups [organizes] . . . What I'd like you to do is just talk, for ten minutes, about your papers while I hand back your papers." I: The general topic is the world of work. A job you've had or have had in the past. You can write this down. A boss you have or have had in the past, and what you've learned. Good experiences, bad experiences. The 1st stage in writing is to think in general terms about a general topic: jobs and bosses.

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
			I: Could you close your books. Actually keep them open it doesn't make any difference. *Gives instructions for doing the quiz, read sentences, identify errors, circle correct word*, ... and when you're done that's the end of class. I: Can you construct – looking back at 1 – 9 – using any of those 9 in a sentence or 2...write a sentence that would arouse my interest. 8 minutes... identify which type it is... ... A couple more minutes and I'd like to hear from about 10 of you. It doesn't have to be perfect; you're just roughing something out.
	Understand sets of instructions related to simple technical and non-technical tasks. (7)	Summation of complex lecture	I: There are 3 things you need to be aware of, 3 things, 3 things: you need to be alert to bias; the 2nd is carefulness... and the 3rd is disciplinary weight* Without the referee process all these things are of concern.
	Follow an extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures. (8)	Follow instructions in lecture; learn model for exploratory essay	I: In the first paragraph, set up the situational context that establishes the question." I:Start listing your answers. There's no right or wrong." I:Think about your answers. Interpret, and disqualify some. I:You may have to do a search to form a tentative conclusion. --- I:OK, this is formatting for MLA format. You put it one inch down, one inch in. The weird thing is it's on the left of the page . . ."

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
		Understand instructions for formatting the essay	---------- I:It's a totally JC homegrown idea. I did this with my English 010 class. It's an exercise for proofreading papers. Here's how it goes. First of all, to find the error . . . You then find out what it is . . . Then write the correction . . . [with blackboard support] You may think it's totally ridiculous, but it works for proofreading."
		Understand process for creating a "Grammar Profile"	---------- I: Your next essay has to have a thesis so write down what you think the thesis – the argument is ("My Brother's Dream") I:One of the many things you have to do as a writer as a -- good writer—is not shy away from a term but you have to explain it – define it. (tardive dyskinesia) I:What I'm hoping to do with the readings is to give people an idea of the structure of good writing – what does she do to organize her writing – what does she do to order it. One of the things I'm trying to do is get beyond the mystique of the essay.
		Understand instructions embedded in discussion Note: This was repeated many times in the class	---------- I:I know a lot of you have brought hard copies, I'll accept it, but I won't look at it. I want to comment electronically... ms word... pdf file. The way I mark anyway I find it a much more functionally useful way. First question – do I need to receive hard copies, no Will I receive one if you really need to to make this a complete transaction. Yes. It's due at 11:55 pm tonight. I:It is by my watch 3:08, so let's go for 6 – 7 minutes. ----------

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
		Listen to Instructions for electronically submitting essay on moodle: --- Listen to introductory instructions for doing online scholarly searches using multiple search databases through library gateway.*** Presentation used laptop for web access.	I: The library site is dead easy to find... if you don't really know what you're looking for... I'm going to go to the databases A – Z I: JStor is a very good one to know about... In JStor you probably want to do an advanced search, the basic is just not that useful for you... Let's see quickly if the bullfrog article we found in Academic Search Premier is here (scans the list) it's not. The lesson here, multiple databases, there's no one perfect database... I: One thing Jstor has that ASP doesn't have is Articles Citing This Article, this is a really good shortcut, so I'd recommend clicking this shortcut everytime you're in Jstor... I: But what's really useful for you as students is the Canadian Newstand --- I: Whenever we look at a piece of information we should ask ourselves whether we trust it or not. I: If you want to quote somebody you want to make sure it has authority. I: The referee process doesn't mean you can't disagree with it, you can disagree with it, but it's still a contribution to the field I: Wikipedia is the devil, well it's not that bad... it's the devil

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
		Recognize the importance of the lecture topic (research source hierarchy / referee concept) and understand that they need to apply that to their own research.	
	Integrate several detailed and extensive pieces of oral information to carry out multi-step complex instructions for a familiar process or procedure. (9)	Follow 2-hour lecture, in which instructions for out-of-class essay are both directly and indirectly stated and embedded throughout (Jan 28).	I:This whole principle of 'lateral vs. penetrative' is something we look for in a college-level essay. I:I fully expect if you do a comparison and contrast essay, you will do some analysis. I:Whatever topic you choose, be sure not to cover too much. I: That, by the way, is the opposite of what we're asking you to do. We're asking you to put the thesis at the start. I:This is a skill you'll need for your research paper. I:You're going to need to learn the art of summarizing and paraphrasing. I:Whatever topic you choose for assignment 2, you will use causal analysis. I:Do not use this introduction in your next assignment. "You can bring your working thesis to the tutorial." [and again, at very end of class: "you might want to show me your thesis and outline if it's ready, at the tutorial."]

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
		---------- Follow 2-hour lecture, in which instructions for out-of-class essay are both directly and indirectly stated and embedded throughout (Feb 4)	"Do a freewrite, then sit back and look at it." ---------- When you've finished with your ideas and submit your draft, think about your word choices." "Critical thinking is what we are looking for at university level essay writing." "Think about your verbs and prepositions when you're fine-tuning for expression." "You may also want to look at the editing checklist in your textbook on the inside cover." "There's one organizing principle. For a short paper you need to find one logical principle. He's chosen behaviour." "If this essay were for English 1127, it would be at the end of the first paragraph." "He saves what he thinks is the most important for the end, and you may want to do this." "By the way, you'll need a title. If you don't have it for Wednesday, it's OK, but you'll need it."
3-8	**III. Suasion (Getting Things Done)**		
	Identify expressions used to ask and grant permission; advise of danger; ask for, offer, and accept assistance. (3)		I: Is there any great disapproval of that?

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
	Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. (6)		"The first thing I suggest is to read the chapter on the exploratory essay . . . do some reading as well as listening in class." "That's a good tool. Write that down." "Give me some more examples. Travel. Do you explore a lot?" "How might a scientist use this?"
	Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (7)	Recognize indirect language for direction Recognize instructor's embedded reminders that analyzing the essay relates to their own essay writing techniques.	"I think I'd like to talk to you about it. You may already have a strong opinion about this. I can see it could go into persuasion. I have office hours after class if anyone wants to talk to me." [means: come to see me] --- You're given some dialogue. You're allowed to use some dialogue for your own essay. It's effective. How does it become effective? You can use some of these techniques yourselves.
	Identify stated and unspecified meanings in extended warnings, threats, suggestions and recommendations. (8)	Identify recommendation	At end of 12-13 minutes of rapid teacher talk (JC Jan 30): "If you haven't read it, I heartily recommend it." "You can investigate yourself, but sometimes it's helpful to get other voices. I asked you on Monday to interview someone . . ."

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
		---------- Listen to announcement about the Writing Centre ---------- Listen to teacher's analysis of essay, "Sit Down and Shut Up, or Don't Sit By Me"	[At end of explanation of Grammar Profile]: "keep a list and you can use it for your next paper. I do think it helps." ---------- "You could come up with a job tutoring. It could be a job opportunity and good work experience." "You can contact [the Coordinator]." ---------- In context of extended spoken discourse: "You can make up your own labels." Remember, don't overlap.
	Evaluate the validity of a suggestion or proposed solution. (8)	Evaluate another student's suggested "conventional answer." Follow the lecture and evaluate writer's argument	Student suggested that regulations may not allow the building of dorms. ---------- "What do you think about his basic argument? We ask you to engage in critical thinking . . . critique this . . . "[3 students] have already pointed out some of the fallacies of his argument."
3-9	**IV. Information**		
	Get the gist, key information and important factual details in a story about a personal experience; a description of a person, an object, a situation, a scene, or a daily routine. (3)		I: Another piece of housekeeping... Feb. 4 [in class] essay ... Std: Feb. 4 is a Monday I: Sorry, it's the 5th, a Tuesday. Thank you.
	Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. (7)	Recognize main concepts (for the essay assignment) through student examples and reiteration by the teacher	20 minutes of listening to teacher-student interaction within whole class context: [S's exploratory question]: "What are some of the causes ... that homelessness is increasing? I: "I keep using the word 'narrow'. Is it specific to Vancouver, or in general?"

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
			S: in Vancouver, downtown eastside I: [reframes]: Are there causes of homelessness specific to Vancouver?"
	Identify rhetorical signals of chronological order comparison and contrast, and cause and effect in the discourse. (7)	Respond to rhetorical signals of chronological / importance order.	So let's start with the apostrophe. There are 3 ways of using it. What do you think they are? .... First... second.... Today we're going to talk about... We've talked about... We'll talk about that later... I'm not sure when it's scheduled... --- I: I'm going to show you 3 searches. We're going to go to ASP first,.... I: In case we don't get back Bradley Anholt's article I want to make this point ...the gap between audiences.... --- I: I had hoped to have everyone's essays marked today, but I haven't. Not because they're bad (student laughter), sometimes people think that ... I was sick yesterday... what I've done is redrawn the quiz for you --- "The essay we're going to talk about in a few moments is about anorexia nervosa." "Let's move on to a more serious essay." "OK, let's go on."
		Recognize rhetorical signals of importance and of transition. --- Follow the lecture	

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
			"This is a good time to talk about basic requirements." "OK, what we are going to do next . . ." ----------
		---------- Recognize the comparison ---------- Follow lecture and suggest possible effects	"'lateral rather than penetrative'—what does he mean by that?" ---------- "The accident, in turn, could produce a series of consequences or effects."
	Identify main idea (which is not explicitly stated) organization and specific details in extended oral presentations. (8)	Respond to teacher questions on an orally presented text Identify parts of the exploratory essay model	"What is she questioning there, X?" "Y, where is she going with this?" Teacher provides personal example of exploring the question, "Why are you always so gd cheerful?"
	Identify facts, opinions and attitudes in conversations about abstract and complex ideas on a familiar topic. (8)	Interpret the instructor's response to a student answer (positive and negative) ---------- Participate in teacher-student dialogue	Absolutely, that is part of coming to terms ... I don't think –(pause) ... not quite that simple. That's part of it. Let's have another idea. Repeated many times ---------- "he doesn't say this explicitly" "Can you hear the scorn?" (in the reading)

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
			"The writer chose to focus on causes. Can you suggest why?"
	Demonstrate critical comprehension of a lecture or presentation by one speaker: identify the main idea(s) and identify ways in which the supporting details develop the main idea(s). (9)	Understand anecdotes as support for main idea, to exemplify	"So is the concept of neighbourhood an artificial construct? I have a strong belief in community, as I grew up in a small Saskatchewan village . . . and neighbourhood . . . today my neighbour knocked on my door and said, would you like me to shovel your driveway?"
		Comprehend lecture on the usage and options pertaining to commas, semicolon, colon and apostrophe.	The comma is a simple little mark, deceptively simple, but there are whole books written about commas. I've seen somewhere there are 9 rules, some where there are 12, some where there are 6.... We're going to talk about commas differently – required, prohibited, and options...Semicolons, quick survey now, be honest how many of you avoid them ... ho many of you love them, use them all the time, be honest now ... the breakdown is always the same ... 50 – 50. Semicolon rules are shockingly simple...Apostrophe... It's a secret handshake**...
		Comprehend lecture on the complexities of the source hierarchy in research – will need to demonstrate their understanding in their usage of source material in upcoming research paper	I: Here's the New Yorker, it's a serious article, but it's not refereed. What do I mean... typically there's only one set of eyes on it. I: The referee process means you're not responsible for figuring it [the authority] out... without the referee process all these [bias etc] are concerns I: There's a different level of novelty with a text book. Yes it's refereed, but it doesn't advance the discipline... not a contribution to knowledge... it sums up the state of knowledge.

Observed Listening			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
			If you're writing an essay for 3rd year history, you wouldn't quote from the text book as one of your sources. I: personal communication … isn't something that can be verified… there are times when it can be the very best source, times when there is no better source… Last night I went to the distinguished lecture serious… Nancy Turner.. 1st nations elders,… she was able to establish trust with the 1st nations elders… she's the first one to publish this… she was able to establish a relationship of trust and she's found a way to verify that it's true..
	Demonstrate critical comprehension of an extended oral exchange between several speakers: identify main ideas, bias and statements of fact and opinion for each speaker; summarize and evaluate development of positions. (9)	---------- Understand the instructor's explanation of the emotional impact of the author's technique of using contrast.	I: Organizing ideas. Picking a lane and organizing a focus… have an argument… another name for an argument is ----? You've had this pounded into your head over the years. Std: thesis I: The Fairmount hotel – is that a thesis? Std: no I: The F. H. should be torn down – is that a thesis? ---------- Maybe this is a part you thought was sad. … There's pathos … Instructor reads section – summarizes A lot of power in this essay is contrasting and realizing her loves his brother. How many people found this interesting as an essay? E, what do you find interesting?

APPENDIX 5: Reading Data

Data collected from observations across institutions.
Abbreviations: I = Instructor, S = Student

Observed Reading

Observed Reading			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
9-10	**I. Social Interaction Texts**		
	Identify and explain point of view, personal attitudes and emotions (where obvious from stated and unspecified clues in the text) in editorials, letters (e.g., letters to the editor), personal essays and fictional writing. (9)	*Canadian Content:* Finding a Flatmate & Baba and Me: read and analyze personal essays	"Identify at least three descriptive details . . . What is the dominant impression the reader gets from this description?" (21) "What is the point of this anecdote? (21) "How did the essay affect you?" I: her attitude, what's her attitude? S: ... I: Let's try to use a word that sums up her behaviour. S: Ignorant S: inconsiderate, selfish.

Observed Reading			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
	Identify and explain values and assumptions (where obvious from stated and unstated clues in the text) in editorials, letters (e.g., letters to editor), personal essays and fictional writing. (10)	Hw : Read 2 Personal Essays, 2 pages / 3 pages Make inferences and state implicit details in personal essayas (Rdg: A Brother's Dreams)	I: What makes the moving people good? S: kind, sensitive, treats them as equals I: What's another issue we have? What are the effects on the family, I mean how does it spread beyond the family? S: the author withdrew from the brother I: Yes, and what's the detail that surprises you? S: it's his fault. I: the author never asked what the diagnosis was. I: how does the author come to his understanding? S: the author realizes that his brother is not responsible for his disease. I: absolutely, that is part of coming to terms with it. I: so a lot of the power of this essay is contrasting the two brothers. I: What's the key idea in that conclusion? I: I do this because I am an angry frightened and hurting sister S: it sounds repetitive and it's kind of what she's going for. I: yes, it's for the effect. The tumor is sentient... look at par. #13, we're moving away from personification to another technique. What do you notice is consciously being done. S: I'm angry I: yes, conscious repetition, S: it makes a point. See companion tables: CLB 9, social interaction tasks, page 9------

Observed Reading			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
		--- Identify context and communicative value in poetry	--- I: Poetry is very concentrated ... are there other examples where language is used in an unusual way, an image is used in double ways? I: There's not a huge gap between poetry and essays. In certain types of poetry, you can talk intellectually ... this is a somewhat fuzzy argument, but you can see that the poet is trying to make a point.
		--- Identify emotional tone and infer emotions from a few clues in poetry	--- I: Could there be an overall feeling that comes out of the poem? S: People react differently. I: That's good, N. How might people react differently? S: Angry I: (Identifies part of the poem where anger is expressed) – "cough out angry tears" ... What else about the boy?
3-8	**II. Instructions**		
	Follow one- to five-step common everyday instructions and instructional texts. (3)	Quiz, circle correct word choice	
	Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. (6)	Read, comprehend and apply introduction techniques to own writing	I: okay I want you to look back on p. 156, where there's all these different ways of introducing an essay.... I want you to go to these techniques and choose these ways
	Follow an extended set of multi-step instructions for established process. (8)	Follow instructions for "in-Class Paragraph Spring 2008"	Instructions refer to paragraph structure, writing process, length, time limit and format.

Observed Reading			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
	Follow coherent extended instructional directions. (8)	Follow informative essay instructions handout, embedded in paragraph form Follow Exploratory Paper instructions handout	"Focus on one of two methods . . ." "1. Process of how to . . ." 2. Description Students are given a number of questions to consider and told to "look at dictionaries, journals, newspapers, books," and to "interview members of your community for answers" in order "to ask a real question, present possible answers, question and evaluate these answers, and consider areas of research you need to undertake."
6-12	**IV. Informational Texts**		
	Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic. (6)		
	Demonstrate comprehension of a cycle diagram, flow chart and a timeline/schedule. (6)		
	Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic. (7)	Read and punctuate a popular history text (~200 words) *In order to punctuate, must comprehend text, but also demonstrate understanding of lecture on punctuation (apply learning task)*	Task: read and answer questions on 2 page opinion essay

Observed Reading			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
	Demonstrate comprehension of factual details and inferred meanings in an extended description, report or narration when events are reported out of sequence. Draw conclusions. (8)	Read "Informative Writing" chapter in Aims textbook (19 pages); read "Exploratory Writing" chapter (17 pages). Give oral presentation and write an essay demonstrating concepts in these chapter Read chapters in "They Say, I Say" (37 pages) Read *Canadian Content* (1-10) --- Read and analyze "The Pleasures of the Text"	Reading assignment for January 9 on Course Outline; Reading assignment for Jan 23 "Feedback sheet—Informative Orals" And "Grading Sheet for Informative Writing," Aims p. 163 --- In this introduction, we use examples from essays . . . to illustrate what the three strategies [narration, description, and example] are, why we use them, and how to write them." (1) I: The THESIS is stated in the final sentence of the essay, which McGrath leads into with what has gone before. Has he provided enough support for his opinion? Do you agree or disagree?"
	Identify main idea(s) and identify ways in which the supporting details develop the main idea(s) in complex texts by reorganizing the text into an outline format. (9)	Read and analyze "The Slender Trap"	I: What introduction does Rys use? I: What is the thesis of this essay? I: What, according to Rys, are the causes of anorexia nervosa?

Observed Reading			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
	Trace, summarize and evaluate the development of arguments in complex expository or argumentative texts (e.g., in a rational inquiry paper or in a problem-solution paper). (10)	Follow and summarize a portion (1-2 par.) of a previously read, complex, extended, dense report. In class, under time constraints, in a group.* (see below)	
	Evaluate content, organization, language, tone, style and format of complex texts for appropriateness, usefulness, relevance (and/or validity) to purpose and audience. Draw conclusions and express own opinion. (12)	**Prior to Jan 28**: see writing task Assignment 1	
7-12	**Information literacy/reference and study skills competencies**		
	Access and locate three or four pieces of information in on-line electronic reference sources (e.g., World Wide Web, library databases), if available, or from print reference sources. (7)	Follow oral demonstration of how to use library gateway (web) access for internet research	
	Conduct complex searches of on-line electronic reference sources (e.g., library databases) research strategies. (12)		

APPENDIX 6: Writing Data

Data collected from observations across institutions.
Abbreviations: I = Instructor, S = Student

Observed Writing

Observed Writing			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
8	**I. Recording / Reproducing Information**		
	Write an outline or a summary of a longer text. (8)	Summarize 1 - 2 paragraphs from an extended text (8 pages), in a group setting within 15 minutes, in class	(Plant Medicines, page 56, para 1) Despite common belief, plant medicines were not a standard item of trade amongst west coast indigenous groups. The Indigenous belief of the relationship between secrecy and effectiveness allowed only a specialized group access to the medicinal recipes. Any medicinal plant trading that did occur was very personal and selective
5-10	**II. Presenting Information**		
	Write a paragraph to relate/narrate a sequence of events; to describe a person, object, scene, picture, procedure or routine; or to explain reasons. (5)	Write an in-class paragraph	"Write ONE paragraph on one of the following topics . . . the main reason I enjoy . . . the main advantage . . . the best/worst course . . . etc. *language required higher than CLB 5; is this a diagnostic/review exercise?
	Write three or four paragraphs to narrate a historical event; to tell a story; to express or analyze opinions on a familiar abstract topic; or to provide a detailed description and explanation of	Informative essay	"The written informative piece, approximately 750 words . . ." "present accurate facts about a subject in a comprehensive clear and interesting manner."

Observed Writing			
CLB Range	**CLB Descriptors**	**Observed Tasks**	**Examples**
	a phenomenon or a process. (8)	--- Task: In-class descriptive essay, approx 500 words (up to 1.25 hours) Write an Expository Essay	Process of how to: --- Description: "provide an accurate detailed interesting picture using a variety of senses. Language will be essentially denotative trying to capture the precise sense of space and time" Make an argument about one of the following topics in an essay developed with specific examples and details. This is not a research essay. Choose a topic you already know something about. Support your thesis with your own experiences, observations, and logical arguments.
	Write a paragraph to relate/explain information in a table, graph, flow chart or diagram. (8)	Write Informative essay	"Use accessory materials (diagrams, pictures, charts)" to aid you in your written presentation."
	Write an expository paper, report or essay to explain causal and logical relationships between facts, phenomena and events. (10)	Write an expository essay	Task: Write a 600 word essay which explores how the introduction to a complex, academic reading relates to or sets up the rest of that reading. See CLB Reading 12: Evaluate content, organization, language, tone, style and format of complex texts for appropriateness, usefulness, relevance (and/or validity) to purpose and audience. Draw conclusions and express own opinion. (12)

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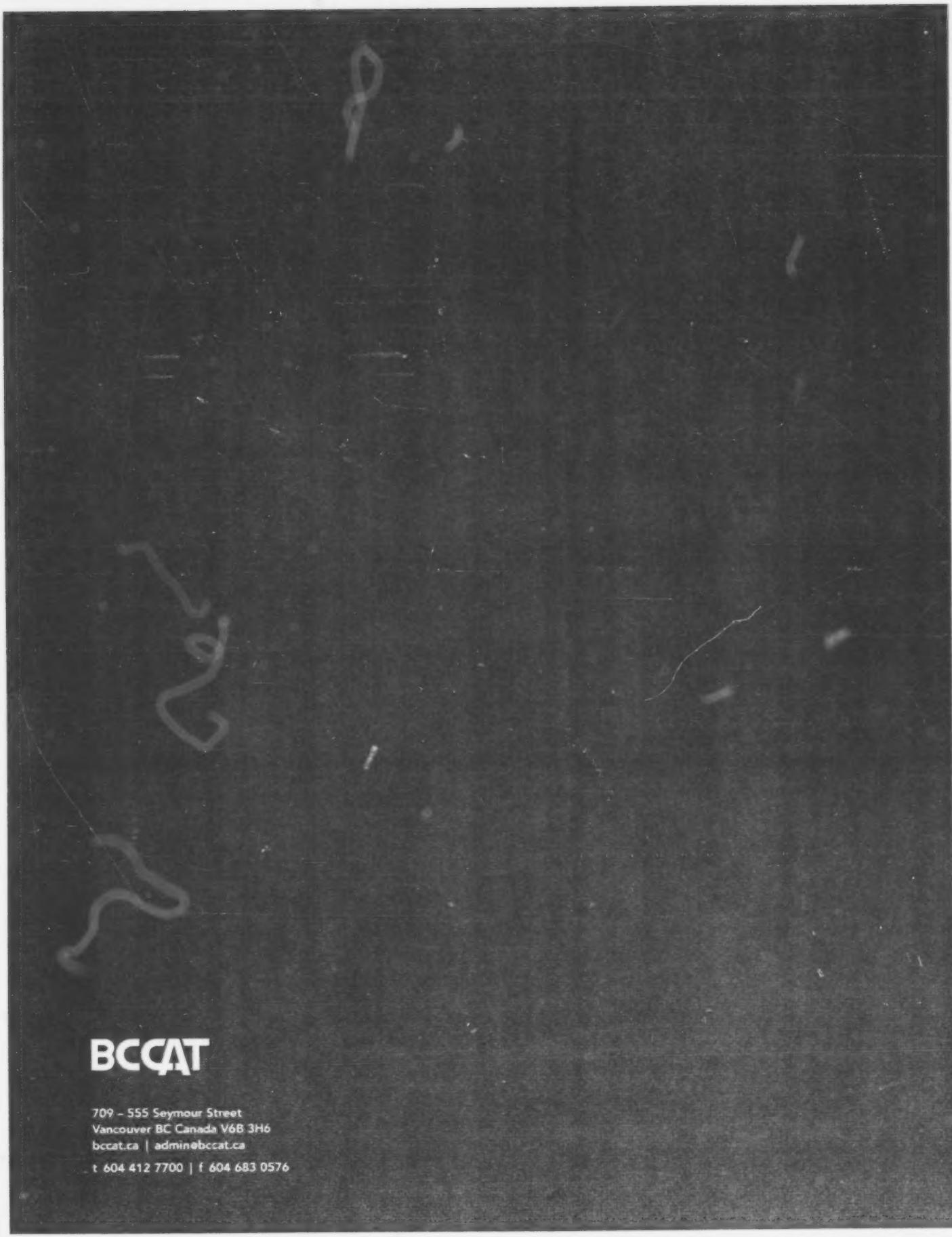

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